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CeTEAL News, November/December 2018

CeTEAL, Coastal Carolina University

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CeTEAL

Center for Teaching Excellence
to Advance Learning

Faculty Focus: Critical Thinking

November/December 2018

Critical Thinking Elements Map to Final Disciplinary Projects

Janice Black, professor, management and decision sciences, Wall College of Business

Critical thinking has been touted as a goal of higher education for some time. Yet many see our students as graduating and not knowing how to think critically (Moore, 2016; Rains & Sechrest, 2018). I disagree. Students do learn critical thinking—they just do not know how what they learn equates to critical thinking skills. Professor Emeritus Nick Twigg and I offered a session through CTEAL a



while back that used the Paul and Elder (2010) model of critical thinking and shared an introductory unit that could be used in any class (Black & Twigg, 2012). This article shares a report required of graduating students in the Wall College of Business that maps onto the different steps of critical thinking as presented by Paul and Elder (2010).

In the strategic management course (CBAD 478) between 50 percent and 75 percent of the students will be required to do an intense term-long live strategic analysis of a publicly-held firm (i.e. the firm has stock that is sold on the open market). This project and all of its preparation is roughly 60 percent of the students' course grade. About a quarter of this work is done individually (15 percent of the overall grade) and the remaining portion is done as a team. A final deliverable is a formal business report of the strategic assessment.

Continued on Page 5.



Instructional Coaching Program in Spring

CeTEAL Staff

Due to Hurricane Florence, this semester's Instructional Coaching program was cancelled. Based on faculty request, we will be offering the program again during the spring semester. The Instructional Coaching...

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Source Evaluation through Lateral Reading

Allison Faix

Misinformation (or "fake news") creates a complex environment for finding reliable information, making student evaluation and use of online information more important than ever. Over the last 20 years...

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Implementing Critical Thinking in Your Classes

Jean Bennett

The word "critical" usually brings to mind a negative meaning due to our experience of being criticized by others. Webster's Dictionary provides several definitions; the one to focus on, "exercising or involving careful..."

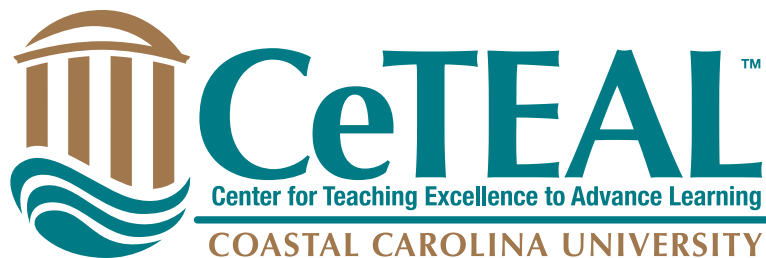
(article on Page 4)

Contingency Instruction: Critical Thinking Module

CeTEAL Staff

This semester has been challenging for many faculty and students as we recover from Hurricane Florence. Faculty face the challenge of maintaining the quality and intensity of our course content, as we try to...

(article on Page 4)



Professional Development Opportunities

Instructional Coaching Certificate Program

Due to Hurricane Florence, this semester's Instructional Coaching program was cancelled. Based on faculty request, we will be offering the program again during the spring semester. The Instructional Coaching (IC) program teaches faculty to use CeTEAL's strength-based classroom observation process. Instructional coaching provides a learning experience for both the coach and the observed faculty member, and is an opportunity to provide service to the University. The IC program sessions guide participants through the process of completing a classroom observation and providing feedback and strategies to the faculty member.

The following sessions will be offered:

Instructional Coaching: Observing the Class

Thursday, Jan. 31, 10:50 a.m.

Friday, Feb. 1, 1 p.m.

In this session, we discuss the process of preparing for and conducting a confidential, strength-based classroom observation. We review CeTEAL's Classroom Observation Rubric, complete a simulated observation, and discuss strategies for effective data collection.

Participants will

- discuss the instructional coaching process;
- explain CeTEAL's confidentiality policy;
- contrast peer observation with other types of observation;
- articulate the advantages of being an instructional coach; and
- apply the Classroom Observation Rubric to a teaching scenario.

Instructional Coaching: Holding the Post-Observation Conference

Thursday, Feb. 7, 10:50 a.m.

Friday, Feb. 8, 1 p.m.

After observing the class, an instructional coach meets with the instructor to debrief and discuss the observation. In this session, we discuss how to conduct the meeting using strength-based language and effective listening skills.

Participants will

- discuss a meeting agenda for the post-observation conference;
- review tips for effective communication and constructive feedback; and
- explain how faculty can use the observation report to document teaching.

Instructional Coaching: Writing the Report

Thursday, Feb. 14, 10:50 a.m.

Friday, Feb. 8, 1 p.m.

In this session, we discuss how to write a comprehensive follow-up report after a classroom observation. We review strategies for writing the report using strength-based language, and we provide a collection of research-based suggestions for effective teaching that can be shared in your reports. Based on results of a simulated observation, we will walk through the process of writing a brief sample report.

Participants will

- explain the type of data that is collected as part of a classroom observation;
- discuss how to analyze the observation data;
- explore evidence-based strategies and suggestions to share in the reports; and
- review the template for writing the formal follow-up report.

FROM THE DIRECTOR

Jenn Shinaberger, M.S.Ed., MPIA



This issue of CeTEAL News is devoted to the topic of critical thinking. Many of us have seen definitions of higher order thinking skills as a top three levels of Bloom's taxonomy. Ask faculty in different disciplines

and you get very different answers about how they define critical thinking. I asked a few colleagues about what they think critical thinking is, and I received variety of answers—problem solving, supporting an answer with evidence, making inferences, examining a situation and drawing conclusions, applying a theory to a practical situation and making connections, and reflecting on work.

As you read the articles by Janice Black, Jean Bennett and Allison Faix in this issue, consider the following questions:

- *Can you describe critical thinking in your field to a colleague?*
- *Have you had conversations with your colleagues in and out of your department about critical thinking?*
- *Have you discussed with your students how critical thinking relates to your class?*
- *Have you intentionally modeled critical thinking to your students so they can see how an expert thinks in your field?*
- *How do you assess critical thinking in your classes?*
- *What evaluations and assessments do you use to measure critical thinking?*

If you are interested in exploring critical thinking in your discipline, and exploring the answers to these questions, CeTEAL would love to help. Email us at ceteal@coastal.edu.

-Jenn

Faculty Focus: Critical Thinking

Source Evaluation through Lateral Reading

Allison Faix, associate librarian/coordinator of reference services, Kimbel Library

Misinformation (or “fake news”) creates a complex environment for finding reliable information, making students’ evaluation and use of online information more important than ever. Over the last 20 years, the internet has grown and evolved, but many teachers still use methods of source evaluation that were developed when the internet was new. While these older methods are for the most part still valid, they are no longer enough to help students evaluate online sources in today’s rapidly changing media environment. If you still teach source evaluation the way that you were taught to do it, consider supplementing that instruction with a new strategy called “lateral reading,” that addresses current-day internet realities.

Lateral reading is a strategy highlighted in a recent study conducted at Stanford University where researchers compared how three groups – freshman college students, historians, and professional fact-checkers – evaluated online information for credibility (the study can be found online here: ssrn.com/abstract=3048994). Researchers found that of these three groups, only the professional fact-checkers were able to consistently give good, measured and accurate evaluations of the credibility of the websites they were asked to examine. The main difference between the way that these groups examined websites was that while the undergraduate students and Ph.D. level scholars looked almost exclusively at the website itself, the professional fact-checkers spent very little, if any, time doing that. Instead, fact-checkers went straight to Google to find out what others were saying about the reputation of the website and the quality of its information.

Evaluating a website using outside sources is called “lateral reading.” In traditional methods of source evaluation, like the C.R.A.A.P. test, we ask students to read “vertically” by staying on the website they want to use and analyzing its characteristics. Students might look for things like the date the website was last updated, the authors names and credentials, and the quality of the website

itself (Does it look professional? Are the words spelled right?). While this has value, it can only uncover details the website itself reveals. And since these methods are well known, they can be exploited by website creators aware of these commonly accepted signs of credibility. Modern web authoring tools make it easy for anyone to design a highly professional website with impressive graphics that mimics the websites of other, more credible, companies, organizations or publications. Websites may give out false or misleading information while creating a sense of credibility through the “look and feel” of an authoritative source. Lateral reading can be a powerful strategy to help students recognize these types of websites.

For a student-friendly introduction to lateral reading, educational technologist Michael Caulfield has a chapter on this topic in his excellent, freely available ebook, *Web Literacy for Student Fact-Checkers* (online here: webliteracy.pressbooks.com). This can be a great resource to share with students. It’s also possible to simply ask students to do some source evaluation activities that incorporate lateral reading without covering the theory behind it. To get started, you might ask students to do things like:

- Google the website’s name to look for reviews or other information about its reputation. Do outside sources say the information on the site is trustworthy, or prone to error?
- Find out who owns the website. Is there a Wikipedia page about this person or this company? Is there a page about the website itself?
- Look at what other sources say about the website. Can students tell if the website might have a strong bias?
- Find out who is linking to the website and who is citing it.
- Google the author of an article to fact-check their credentials in another source.
- Google some of the information on the page to fact-check it in other credible sources.

Employing lateral reading strategies can help students think more critically about the sources they are using, and can help them avoid using misinformation in their work. Librarians are happy to help faculty teach source evaluation strategies, including lateral reading. Please feel free to contact your librarian for more information about this topic.

VERTICAL READING

VERSUS

LATERAL READING

FOR EVALUATING WEBSITES



Read the website's "About" page.

Look at the web address. Is it .com, .org, .gov, etc.?

Look for the author's name and any information about them that might be available on the website.

Look to see when the website was last updated.



Search for the website on Google to look for reviews of it.

Find out who is citing or linking to the website.

Verify the author's credentials in another source. Fact-check information from the site in outside sources.

Look for information about the website's reputation in other credible sources.

Faculty Focus: Critical Thinking

Implementing Critical Thinking in Your Classes

Jean Bennett, assistant director, CeTEAL

The word “critical” usually brings to mind a negative meaning due to our experience of being criticized by others. Webster’s Dictionary provides several definitions; the one to focus on, “exercising or involving careful judgment or judicious evaluation,” is the one to use in critical thinking.



Stephen Brookfield, one of the leading researchers and authors on teaching critical thinking, states (Brookfield, 2012) “that the key to teaching critical thinking, is to understand how students experience the process” (p. 75). Critical thinking is a social process that is structured with clearly stated and understood ground rules. Small peer groups provide the vehicle for students to discover new assumptions and to be challenged in their own assumptions. “It is an interactive process” and one that is not learned overnight (hooks, 2010).

According to hooks, most students enter college with a passive learning mindset. Moving students from passive learning to critical thinking is needed. Faculty need to teach students this process by modeling and incorporating critical thinking practice incrementally in a course. Brookfield describes implementing through phases and setting the scene for why a course or learning activity should engage critical thinking. In other words: build your case for asking students to think critically.

Introducing basic protocols and exercises help students see that this practice is non-threatening. Moving into the next phases that Brookfield calls intermediate and advanced, students are involved in exercises that teach how to think critically. The social process allows students to serve as “reflective mirrors helping their peers see things differently,” and the process “moves students to direct analysis

of their own thinking and experiences” (Brookfield, 2012, p. 129).

When faculty practice engaged pedagogy, going beyond the surface level, students become thinkers and discover their own voice. Both Brookfield and hooks practice what they preach and provide the research of their teaching practice. Implementing the process takes time and becomes easier with each course.

If you would like to learn more about the “process” of implementing critical thinking into your teaching, CeTEAL offers sessions on critical thinking. Visit coastal.edu/ceteal. If you would like to learn more about Stephen Brookfield or bell hooks visit their websites - stephenbrookfield.com and bellhooksinstitute.com.

References:

Brookfield, S. (2012). *Teaching for critical thinking: Tools and techniques to help students question their assumptions*. San Francisco: Jossey-Bass.

hooks, b. (2010). *Teaching critical thinking: Practical wisdom*. London: Routledge.

Contingency Instruction: Critical Thinking Module

Tracy Gaskin, Faculty Development Program Coordinator, CeTEAL; Teaching Associate, College of Science

This semester has been challenging for many faculty and students as we recover from Hurricane Florence. Faculty face the challenge of maintaining the quality and intensity of our course content, as we try to be sensitive to the increased workload on students. Students must work to catch up in *all* their classes, not just ours, after a semester-splitting hiatus.

As we wrap up this trying semester, many of us are thinking about how best to implement contingency instruction in our classes when the need arises again...and it will. For faculty teaching online and hybrid courses, the challenge may not be as great. After all, these courses are already designed to function partly online, and many already have online content prepared. For on-campus classes, however, many faculty rely on class time to provide the majority of the guided learning opportunities needed to relay information to our students.

So how can we ensure that our classes can continue when we are not able to meet with students in the classroom? And how can we ensure that students are still engaged in quality learning? Moodle offers many options for providing course content that can be consumed at a distance. Lecture videos (perhaps produced through Echo360 or Skype recordings), asynchronous discussions, content “books” and multimedia lesson modules can be added to a class. Students can be assessed through quizzes, assignments and projects.

One suggestion for preparing for contingency instruction is to create a stand-alone online module in Moodle that can be used at any time during the semester and at any point in your course content. If we have to miss a few days or a week of class due to an ice storm, hurricane or faculty health issue, you could easily drop this stand-alone module into your course.

Ideally, a stand-alone module will support the student learning outcomes of your course, but will not be dependent on prior course content. After all, you can never predict how far along the semester will be when disaster strikes. Depending on your class, you may find it easy to choose a topic – perhaps a skill that students need to know by the end of the class but not at a specific point in the semester.

One option is to build a module that engages students in critical thinking activities. The activities could engage students’ understanding of the course content, but not be limited to a certain level of understanding. For example, students might engage in a debate or discussion. Students can engage in debate at any level of understanding (early in the semester or later in the semester), and they will likely come up with a different answers depending on how far they have advanced in the content. As an aside, if you implement the critical thinking module early in the semester, you might have a follow-up activity to look for changes in understanding. The difference in the students’ ability to think critically about a topic could potentially be used to assess learning across several weeks or the entire semester.

One example of a module that would be useful for almost any discipline would be one on evaluating information sources. Whether you teach in science, business, public health, technology, etc., understanding how to evaluate sources of information is vital. Students have access to more information

Continued on Page 5.

Faculty Focus: Critical Thinking

Contingency Instruction: Critical Thinking Module

Continued from Page 4.

the amazing array of sources they encounter. In this issue of CeTEAL News, Allison Faix writes about the process of lateral reading. A critical thinking module that asks students to engage in later reading and evaluating sources specific to your class topics might be a place to start.

If you want ideas about lateral reading and evaluating sources that you can use with your students, contact your librarian. If you are interested in building a module in Moodle that can be quickly and easily dropped into your course for contingency instruction, contact CeTEAL. On Dec. 17, we plan to offer a one-day workshop that will guide faculty through building a module in Moodle. Faculty who bring content will have time to work on building the module with CeTEAL staff support. If you are not yet ready to add content, you can build a module shell (template) that can be developed as needed.

CeTEAL Workshop: Building Online Content for Contingency Instruction

This workshop, to be held on Dec. 17, 2018, will help faculty complete an academic continuity plan for a class along with a template for an online module that can be used for contingency instruction.

Upon completion of the workshop, participants will be able to...

- outline the expected responsibilities, as specified by CCU, during times of crisis;
- develop a communication plan for a class;
- identify available technology resources for developing online content;
- develop course content for delivery online;
- develop activities and assignments students can complete online;
- distinguish between critical, essential and optional activities for maintaining academic continuity;
- complete an academic continuity plan for a class; and
- layout a template for an online class module.

Register at coastal.edu/ceteal.

Critical Thinking Elements Map to Final Disciplinary Projects

Continued from Page 1.

A full formal business report, I claim, is the embodiment of a full application of Bloom's Revised Taxonomy (Anderson, et al., 2001; Rains & Sechrest, 2018) and, furthermore, is evidence of mature critical thinking as described by Paul and Elder (2010).

First, research-based reports have been previously correlated with Bloom's Revised Taxonomy (Rains & Sechrest, 2018). However, Rains and Sechrest (2018) indicated that much college level work simply does not include the analysis and synthesis parts called for in the revised upper levels of the taxonomy (Anderson, et al., 2001). They acknowledged that current undergraduate students had gaps and weaknesses as indicated by often needing help in outlining a project along with very detailed explanation on how to transform concepts into an applied form and help in

seeing how those can be shaped as analyses and the results of such an analysis (Rains & Sechrest, 2018). Basically, students do not always make the transition to mature critical thinkers. Paul and Elder with their cycle of mature critical thinking fill this gap with "how to" knowledge. The CBAD 478 final business report requires explicit evidence of such a transition to being a team of mature critical thinkers. Table 1 shows the acknowledged evidences of both Bloom's Revised Taxonomy (Anderson, et al., 2001; Rains & Sechrest, 2018) and Paul and Elder's (2010) mature critical thinking compared to the CBAD 478's required final full strategic analysis report. With some thought, I am sure that all of our disciplines can either map their own disciplinary final project to these two sets of criteria. If you are unsure of how to begin, you can request either the earlier "Teaching Critical Thinking in Any Course" unit development series or a session on mapping concepts through CeTEAL.

Table 1: Comparison of Bloom's, Paul and Elder's Critical Thinking Requirements, and CBAD 478 Analysis Report

#	Common Research Report Sections (Application of Bloom's Revised Taxonomy (Rains & Sechrest, 2018))	Expanded Details showing Mature Critical Thinking (Paul & Elder, 2010)	CBAD 478's Required End of Term Strategic Analysis Report
1	Title Page		Title Page
2	Executive Summary / Abstract		Executive Summary
3	Table of Contents		Table of Contents
4	Body of Report	Introduction / Problem Statement / Goals	Scope of Project
4.1		History / Context / Foundations	Company History & Overview
4.2		Research / Analysis / Methods	State of the Industry
4.3			Available Strategic Resources
4.4		Results / Solution / Findings	Plan of Action
4.5		Recommendation / Limitations / Implementation	
4.6		Implications / Conclusion	Conclusion
5	References		References
6	Appendices		Appendices

Resources & Tips

In each newsletter, CeTEAL includes a page of resources and tips. If you have teaching tips, technologies or ideas you would like to share with fellow faculty, please email them to cetealnews@coastal.edu.

Moodle Navigation has Improved

With the recent update to Moodle 3.29, Moodle navigation has improved, and the need for endless scrolling is no more (although it is, admittedly, a hard habit to break). Navigation improvements are based on the ability to link to individual sections on the main course page in Moodle:

- Items in the “breadcrumb” trail at the top of the screen are now fully integrated and linked to the sections on the main page.
- The section links in the main menu on the left allow you to move down (or up) the page to a specific week or topic listed in the menu.

Using the Moodle Mobile App to Access Course Content On-The-Go

George Warriner

Did you know that you can access your Moodle courses when you are away from a computer by using the Moodle mobile app? You can view, and grade, discussions and other assignment submissions right from your mobile phone or tablet. It would also be a great idea to encourage students to download and access their courses from their mobile devices using the Moodle mobile app. To access your Moodle courses from the Moodle mobile app, follow the steps below:

1. Download the Moodle app from the Google Play Store (Android) or App Store (iOS).
2. When opening the app for the first time, the Connect to Moodle screen will appear. In the site address, enter moodle2018.coastal.edu.
3. Follow the prompts to sign in to your Coastal Office365 account. You will be prompted to complete Multi-Factor Authentication.
4. After sign in, you will have access to your current Moodle courses where you can view and grade student work right on your mobile device.

Use Skype for Business to Facilitate Online Group Presentations

Do you teach in an online environment in which you wish you could facilitate live group presentations, but you just can't find that perfect tool? The wait and search are finally over! Skype for Business allows faculty to hold live group presentations that are just as interactive and personable as the ones face to face. The instructor would just need to setup a Skype prescheduled meeting link that all students can use to access the virtual meeting room. Group leaders would also need to be established so that “presenter control” could be issued when each respective group's turn comes. When each group presents, the group leader will need to display their group's presentation on the screen for other users to view, and they will also need to ask other group members to enable their audio and video feeds so that their peers can see and hear them. Once the first group has presented, the call organizer (you) can relinquish presenter privileges and then reissue them to the next group's leader.

You don't have to limit the use of virtual spaces to just group presentations. Some faculty have implemented steps similar to those listed above to facilitate debates, Socratic seminars, language conversation-based assessments, etc.

If you would like to learn more about this, please contact Matthew Tyler (mctyler@coastal.edu; 843.349.2951) or attend a CeTEAL session titled Holding Office Hours via Skype for Business.

Individual Consultations with CeTEAL via Skype for Business

CeTEAL offers individual consultations through the Skype for Business tool in Office 365. For more information or to set up a virtual appointment with CeTEAL, contact Matthew Tyler at mctyler@coastal.edu. Skype allows users to share their computer screen, so it is a perfect tool for working with others when you all need to look at the same screen.

As always, CeTEAL staff are also available for face-to-face and phone consultations for instructional design, instructional technology and more.

Critical Thinking Resources

Critical Thinking Guide

Richard Paul and Linda Elder have produced a booklet on critical thinking that provides basic critical thinking concepts and tools in a “pocket size” guide. You can view the guide at criticalthinking.org/files/Concepts_Tools.pdf.

Critical Thinking Game

Th!nk is an app that uses visuals to build understanding as it constructs increasingly complicated ideas. It has more than 500 puzzles that can be played with multiple people. The app is available on Android and Apple devices.

Critical Thinking Session

CeTEAL offers a session called “Integrating Critical Thinking Activities into Your Classes.” If you are interested in attending this session, but you don't see it on our calendar, contact ceteal@coastal.edu. We will be happy to help.

Critical Thinking Support

Students engaged in critical thinking assignments? When they are not in the library or are off campus, students can contact the library through online chat, phone or text by visiting this website: coastal.edu/library/ask/index.html.



CeTEAL Faculty Development Schedule

To see our complete schedule, visit www.coastal.edu/ceteal.

Assessment/Evaluation

Understanding and Building Assessment Rubrics for Core Courses
Nov. 7, 1 p.m.
Nov. 15, 1:40 p.m.
Dec. 10, 11 a.m.

Course Evaluations in Campus Labs
Nov. 13, 2 p.m.
Nov. 16, 9 a.m.

Effective Teaching

Peer Instruction for Active Learning
Nov. 5, 9 a.m.

Using the Virtual Classroom to Maximize Instructional Time
Nov. 5, 11 a.m.

Effective Teaching: Integrating instructional Technology
Nov. 6, 1:40 p.m.
Nov. 9, noon

Utilizing Echo360 Interactive Tools to Maximize Student Engagement
Nov. 8, 10:50 a.m.
Nov. 30, 9 a.m.

Group Work and Quality Feedback Made Simple with Microsoft OneNote Class Notebook
Nov. 29, 1 p.m.

Accessibility

Integration of Accessible Assignments and Activities into Your Online, Hybrid and Flex Classes
Nov. 13, 12:15 p.m.

Technology

Using the Moodle Feedback and Questionnaire Tools for Surveys
Nov. 5, noon
Nov. 13, 4 p.m.
Nov. 28, 2 p.m.

Using the Moodle Wiki Tool
Nov. 6, 8 a.m.
Nov. 7, noon
Nov. 12, noon

Echo360 Personal Lecture Capture Basics
Nov. 6, 12:15 p.m.
Nov. 28, 3 p.m.

Holding Live Online Group Presentations Using Skype for Business
Nov. 8, 2 p.m.

Office365: Five Things You Can Do with Microsoft OneDrive
Nov. 9, 2 p.m.

Weebly: The Multipurpose Website Builder for Any Discipline
Nov. 12, 1 p.m.

Microsoft Sway: Easily Creating Online Content
Nov. 14, 3 p.m.

Going Paperless: Apps that Promote Digital Organization and Productivity
Nov. 15, 9:25 a.m.
Nov. 29, 11 a.m.

Echo360 Crash Course
Nov. 15, 10:50 a.m.

Holding Office Hours Via Skype for Business
Nov. 26, 10 a.m.

Distance Learning

Survey of Tech Tools for Teaching Online (Live Webinar)
Nov. 7, 2 p.m.

Building a Course Tour and Introduction Video (Live Webinar)
Nov. 12, 10 a.m.

Distance Learning: Ensuring Quality
Nov. 14, 11 a.m.

Establishing an Online Instructor Presence (Live Webinar)
Nov. 14, 2 p.m.

Distance Learning: Building Community
Nov. 15, 12:15 p.m.
Nov. 16, 1 p.m.

Distance Learning: Activities and Assessment
Nov. 27, 8 a.m.

Personal Lecture Capture for Online/Hybrid Courses
This is a fully online class that runs through Nov. 30.

QAI Online
This is a fully online class that runs through Nov. 30.

Using Best Practices to Update Your Online Learning Course
This is a fully online class that runs through Nov. 30.

10 Principles of Effective Online Teaching
This is a fully online class that runs through Nov. 30.

Individual Consultations

CeTEAL staff are available for individual consultations with faculty. If you have questions about research, scholarship, teaching, instructional design, instructional technology, classroom observations, the best place to get a good cup of coffee, or pretty much anything else related to teaching, contact CeTEAL and set up an appointment to meet with us. We are **happy** to help!

Coming this Spring

Instructional Coaching

Due to Hurricane Florence, this semester's Instructional Coaching program was cancelled. Based on faculty request, we will be offering the program again during the spring semester.

Save the Dates:

Instructional Coaching: Observing the Class
Jan. 31, 10:50 a.m.
Feb. 1, 1 p.m.

Instructional Coaching: Holding the Post-Observation Conference
Feb. 7, 10:50 a.m.
Feb. 8, 1 p.m.

Instructional Coaching: Writing the Report
Feb. 14, 10:50 a.m.
Feb. 15, 1 p.m.

To learn more about the requirements of the Instructional Coaching Program, see the flyer at www.coastal.edu/ceteal/programsandinstitutes or contact Jenn Shinaberger at jshinabe@coastal.edu.

CeTEAL Services and Resources

Professional Development Sessions

CeTEAL offers professional development sessions in the following areas: effective teaching, assessment and evaluation, scholarship and research, leadership and service, technology and distance learning. In addition to the sessions offered by CeTEAL staff, we host sessions led by individuals and offices across campus on topics such as student advising, intellectual property and copyright issues, course and program development, and more. For more information, contact Tracy Gaskin.

Classroom Observations

CeTEAL trains and coordinates a cadre of instructional coaches who are available to provide classroom observations and recommendations for faculty who request them. The process is confidential and strength-based. To request an observation, contact Jenn Shinaberger.

Professional Development and Consults for Departments

CeTEAL is available to work with individual departments to arrange professional development opportunities tailored to the department's needs. In addition, we can assist with assessment planning, curriculum mapping, scholarship of teaching and learning, and training for departmental classroom observation processes. To request any of these services, contact Jenn Shinaberger or Tracy Gaskin.

Individual Consultations

CeTEAL staff are available for individual consultations on a variety of topics, including instructional design for in-class and online courses, using technology for teaching, effective teaching techniques, promotion and tenure activities, research and scholarship activities, and more. For more information, contact Tracy Gaskin.

Certificate Programs

CeTEAL offers several certificate programs. For more information on these programs, visit coastal.edu/ceteal.

- Instructional Coaching
- Teaching Effectiveness Institute
- Assessment Institute
- Distance Learning Institute
- Blended/Hybrid Institute
- Instructional Technology

CeTEAL Online Resources

- **CeTEAL website:** www.coastal.edu/ceteal
- **Moodle guide for faculty:** libguides.coastal.edu/moodlefaculty
- **Associated faculty orientation:** libguides.coastal.edu/afo
- **Contingency instruction resources:** libguides.coastal.edu/contingency

CeTEAL Newsletter

CeTEAL News was created to share information with faculty and to highlight faculty accomplishments, activities and research. If you are interested in contributing to the newsletter or have news you would like to share, please contact Tracy Gaskin at cetealnews@coastal.edu.

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